

# **5<sup>TH</sup> GRADE**

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## **VOLUME 5.5**

### **Science Fiction**

### ***The City of Ember***

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with Bethany Robinson

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## Welcome to the C. I. A. Unit of Study for the book *The City of Ember*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*The City of Ember* is the first in the Books of Ember series written by Jeanne DuPrau. *The City of Ember* tells about a future world built to protect the people from disaster. You and your students will be challenged as you infer what may have threatened human life on earth and consider the believability of this threat. At the conclusion of the unit, students will write an evaluative essay defending the believability of Jeanne DuPrau's story.

*The City of Ember* is a challenging text for fifth-graders because of its genre, science fiction. When reading science fiction, readers have to infer what may have happened to the world between the present time and the future time described in the book. Students have to evaluate the believability of the story, which requires background knowledge. Throughout the unit, students will read about the nuclear arms race, the Cold War, and Albert Einstein. In addition, I've included a section at the end of this unit in which I make suggestions for optional related projects and lessons that might be conducted during your content area literacy block during the weeks when you are teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of the topics and themes in *The City of Ember*.

The book *The City of Ember* connects well to the other units in the C. I. A. series for fifth grade. Students will make connections to *Earthquake Terror* as Lina and Doon show determination to survive. The theme of fate and destiny in the book will remind students of their time reading *Holes*. As Lina and Doon are assigned jobs at the beginning of the book, students will think about children's right to be children, a theme throughout the book *Kids at Work*.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the nuclear arms race and the Cold War. This timeline will offer students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will find it hard to put the book *The City of Ember* down. At the conclusion of this unit, students will be eager to read the rest of the books in the series for their summer reading.

Before starting this unit of study with your students, you will want to read and label a copy of the book *The City of Ember*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

Before getting started, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Reading and labeling a copy of the book *The City of Ember*, to be used as the teacher's guide
- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

## Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at [readsidebyside.com](http://readsidebyside.com).) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

## Vocabulary Mini-Lesson Routine

1. Introduce the word and highlight morphemes.	<p><i>Today our target word is...</i></p> <p>If applicable:</p> <p><i>What is the root? (underline the root)</i></p> <p><i>What is the prefix? (circle the prefix)</i></p> <p><i>What does the prefix mean?</i></p> <p><i>What is the suffix? (box the suffix)</i></p> <p><i>What does the suffix mean?</i></p>
2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.	<p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p>
3. Turn and talk: What does the word _____ mean?	<p><i>Based on the clues, what words or phrases describe this word?</i></p> <p><i>Turn and talk.</i></p>
4. Share-out and add to chart.	<p><i>What did you come up with?</i></p> <p>*add accurate examples to the chart</p>
5. Brainstorm other contexts for this word.	<p><i>In what other contexts might we find this word?</i></p> <p>*add accurate examples to the chart</p>
6. Turn and talk: What are opposites of this word?	<p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p>
7. Share-out and add to chart.	<p><i>What did you come up with?</i></p> <p>*add accurate examples to the chart</p>
8. I will remember this word...	<p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p>
9. Link...	<p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p>



## *The City of Ember* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to curiosity vs. apathy, survival, bravery, responsibility, and pacifism. These themes are conveyed through the development of the problem throughout the book.</p> <p><b>Structure</b> While this story is told in sequential order, there is a time gap of approximately 241 years. To understand the text, students must use clues in the story to infer what happened during those 241 years. This is what makes the structure of this text complex. In addition, the genre science fiction is a more complex genre than realistic fiction because it requires students to use background knowledge to evaluate the believability of the story.</p> <p><b>Language Conventionality and Clarity</b> Much of the complex vocabulary needed for understanding is inferred throughout the story. These inferred words are advanced vocabulary words for fifth-grade students.</p> <p><b>Knowledge Demands</b> While reading, students will need to rely on their understanding of the threat of nuclear war, the arms race, the Cold War, and Albert Einstein. In addition, students will need to rely on their understanding of analogy.</p>	<p>The Lexile level for <i>The City of Ember</i> is 680, based on word frequency and sentence length. This is in the upper range of the complexity band for 2<sup>nd</sup>–3<sup>rd</sup> grade according to the Common Core State Standards.</p>
	<p><b>READER TASK CONSIDERATIONS</b></p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>

## *The City of Ember* Scope and Sequence

**NOTE:** The lessons for this unit give page references for the Yearling paperback edition of *The City of Ember* published in 2004

**Unit of Study:** *The City of Ember*

**Genre:** Science Fiction

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	<b>Vocabulary:</b> <i>ember</i>  Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. <ul style="list-style-type: none"><li>• Complete story elements handout together</li><li>• Make a prediction</li><li>• Infer genre</li></ul>
2		<b>Vocabulary:</b> <i>apocalypse</i>  Use the genre chart to help students understand what to expect from science fiction.	
3	The Instructions pp. 1–3	<b>Vocabulary:</b> <i>inhabited vs. uninhabited</i>	Focus on determining important events. <ul style="list-style-type: none"><li>• Co-create a timeline</li></ul>
4	Chapter 1 pp. 4–11	<b>Vocabulary:</b> <i>threatened</i>	Identify the setting. <ul style="list-style-type: none"><li>• Present-day world vs. Ember</li></ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
5	Chapters 1–2 pp. 11–18	<b>Vocabulary:</b> <i>shortage vs. surplus</i>	Identify the problem and make a prediction. <ul style="list-style-type: none"> <li>Co-create a problems list</li> </ul>
6	Chapter 2 pp. 18–23	<b>Vocabulary:</b> <i>lighthearted vs. serious</i>	Determine important characters. <ul style="list-style-type: none"> <li>Co-create a character list</li> </ul>
7	Chapter 2 pp. 23–26	<b>Vocabulary:</b> <i>prosper</i>	Identify the setting. <ul style="list-style-type: none"> <li>Present day world vs. Ember</li> </ul>
8	Chapter 2 pp. 27–39	<b>Vocabulary:</b> <i>curious</i>	Focus on the main character. <ul style="list-style-type: none"> <li>Main character T-chart— Lina</li> </ul>
9	Chapter 3 pp. 40–49	<b>Vocabulary:</b> <i>foresight</i>	Focus on the main character. <ul style="list-style-type: none"> <li>Main character T-chart— Doon</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
10	Chapter 3 pp. 49–53	Analyze the author’s use of figurative language. • Analogy	Determine important characters. • Add to character list
11	Chapter 4 pp. 54–67	<b>Vocabulary:</b> <i>ominous</i>	Identify the problem and make a prediction. • Add to problems list
12	Chapter 4 pp. 67–69		Good readers infer answers to questions.
13		Retell Summary Writing	
14	Chapter 5 pp. 70–74	<b>Vocabulary:</b> <i>luxury vs. need</i>	Identify the setting. • Present-day world vs. Ember
15		<b>Vocabulary:</b> <i>progress vs. regress</i>  Contrast Writing	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
16	Chapter 5 pp. 74–83	<b>Vocabulary:</b> <i>shame</i>	Show empathy for the main character.
17	Chapters 6–7 pp. 84–96	<b>Vocabulary:</b> <i>incomprehensible</i>	Infer important details and make predictions.
18	Chapter 7 pp. 96–108	<b>Vocabulary:</b> <i>apathetic</i>	Infer important details and make predictions.
19	Chapter 7 pp. 108–112		Infer important details and make predictions. • Stem writing
20	Chapter 8 pp. 113– 120	<b>Vocabulary:</b> <i>wise vs. foolish</i>	Focus on the main character. • Main character T-chart— Doon

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
21	Chapter 9 pp. 121–131		Make predictions based on evidence from the text.
22	Chapter 10 pp. 132–139  Outside Text: “Why is the sky blue?”  Video: “Good Question: Why is the sky blue?”	<b>Vocabulary:</b> <i>naïve</i>	Show empathy for the main character.
23		Brainstorm lines of thinking.	
24	Outside Texts: “The Manhattan Project”  “Nuclear Arms Race”		Gather information from outside sources in order to infer answers to questions.
25	Outside Text: “Einstein: Biography”	<b>Vocabulary:</b> <i>pacifism</i>	Gather information from outside sources in order to infer the theme of the book.
26		Co-create an evidence collection box	

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
27	Chapter 11 pp. 140–148	<b>Vocabulary:</b> <i>indulge</i>	Identify the author’s use of foreshadowing and make a prediction.
28	Chapter 11 pp. 148–154	<b>Vocabulary:</b> <i>confront</i>	Think about right and wrong.
29		Problem/Solution/ Opinion Writing	
30	Chapter 12 pp. 155–165	<b>Vocabulary:</b> <i>corrupt</i>	Think about right and wrong.
31	Chapter 13 pp. 166–177	<b>Vocabulary:</b> <i>insatiable</i>	Collect evidence to support a line of thinking. <ul style="list-style-type: none"> <li>• Add evidence to the evidence collection box</li> </ul>

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
32	Chapter 14 pp. 178–192		Identify the turning point. <ul style="list-style-type: none"><li>• Add evidence to the evidence collection box</li></ul>
33		Turning Point Writing	
34	Chapter 15 pp. 193–212		Make predictions based on evidence from the text.
35	Chapter 16 pp. 213–225		Make predictions based on evidence from the text.
36	Read-In Chapters 17–18 pp. 226–249		
37	Read-In Chapters 19–20 pp. 250–270		



DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
38		Synthesis Summary Writing	
39	Outside Text: The Russell- Einstein Manifesto (abridged)		Evaluate whether the author made the story believable based on evidence from the real world.
40	Outside Texts: The Russell- Einstein Manifesto (abridged)  “Hang Son Doong, Vietnam”		Evaluate whether the author made the story believable based on evidence from the real world.
41– 46		Formal Writing: Opinion Writing <b>Prompt:</b> Do you agree or disagree that the setting of Jeanne DuPrau’s book <i>The City of Ember</i> is believable?	

# ***The City of Ember* Stems List**

## **Day 1 – Blurb**

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 2 – Genre**

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## **Day 3 – Important Events**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## **Day 4 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

## **Day 5 – Problem**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## **Day 6 – Character List**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

## **Day 7 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

## **Day 8 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 9 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

## **Day 10 – Character List**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_.

## **Day 10 – Analogy**

I agree/disagree because \_\_\_\_\_.

## **Day 11 – Problem**

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## **Day 12 – Infer Answers to Questions**

When Lina/Clary asked \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

## **Day 14 – Setting**

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

**Day 16 – Empathy**

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 17 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 18 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 19 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 20 – Infer Character Traits**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 21 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 22 – Empathy**

When the book said \_\_\_\_\_, I felt \_\_\_\_\_. This helps me understand \_\_\_\_\_.

**Day 23 – Lines of Thinking**

When the book said \_\_\_\_\_, I thought this was important. The author might be telling me \_\_\_\_\_.

**Day 24 – Outside Text**

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

**Day 25 – Outside Text**

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_.

This makes me think \_\_\_\_\_.

**Day 26 – Evidence Collection Box**

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

**Day 27 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Day 28 – Right vs. Wrong**

When Lina said \_\_\_\_\_, I was thinking \_\_\_\_\_. I agree/disagree with Lina. I think it is right/wrong to \_\_\_\_\_.

**Day 30 – Right vs. Wrong**

When Doon said \_\_\_\_\_, I was thinking \_\_\_\_\_. I agree/disagree with Doon. I think it is right/wrong to \_\_\_\_\_.

**Day 31 – Collect Evidence**

When the book said \_\_\_\_\_, I thought this was an important piece of evidence. This helps me understand \_\_\_\_\_.

**Day 32 – Turning Point**

When the book said \_\_\_\_\_, I was thinking this was an important event because \_\_\_\_\_. This makes me think \_\_\_\_\_.

**Day 34 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because\_\_\_\_\_.

**Day 35 – Make Predictions**

When the book said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because\_\_\_\_\_.

**Day 36 – Read-In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

**Day 37 – Read-In**

When the book said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

**Day 39 – Outside Text**

When the manifesto said \_\_\_\_\_, I thought this meant\_\_\_\_\_.

**Day 40 – Outside Text**

When the manifesto/article said \_\_\_\_\_, I thought this was an important piece of evidence to prove \_\_\_\_\_.

# C. I. A. Lesson Plans

## *The City of Ember*

**NOTE:** The lessons for this unit give page references for the Yearling paperback edition of *The City of Ember* by Jeanne DuPrau, published in 2004.

# C

## Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–13, Chapters 1–4

## DAY 1, BLURB

### Mini-Lesson

**Vocabulary Routine:** *ember* (L 4, 5)

The base word ‘ember’ means *a burning, glowing, or smoldering piece of coal or wood in a dying fire.*

### Instructional Read-Aloud

**In this blurb...**you will learn that the city of Ember is in danger of losing its only source of light—electricity. The main characters Lina Mayfleet and Doon Harrow, who are only 12 years old, will have to work together to fix the generator and save the city.

**In this lesson...**you will be modeling how good readers use clues in the blurb to gather critical information about the text—character, setting, problem, and main events. After identifying these important story elements, you will model how readers use this information to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will glue or tape this handout into their reader’s notebooks.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Make predictions

Show understanding of story elements (RL 3)

- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers preview the book before they read to help them form ideas about the text and to set a purpose for reading.

## Teach:

*Today I am going to teach you...*

...that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Listen and follow along while I read the blurb.

**Read the entire blurb aloud.**

## Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

**When the blurb said that the citizens of Ember are assigned work at 12 years of age, I was thinking** that the main characters, Lina Mayfleet and Doon Harrow, are 12 years old. **This helps me understand** that they have to leave school and start working at a very young age.

(Model adding Lina Mayfleet and Doon Harrow to the handout.)

## Guided Practice:

Do we know any other important information about the characters?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding new information to the handout.)



## Model:

The blurb does not give us very much information about the setting. We know that this book is science fiction and takes place in the future. What we don't know is how far into the future the book takes place.

**When the blurb said**, “For as long as anyone can remember, the great lights of Ember have kept the endless darkness at bay,” **I was thinking** that the city relies on electricity for light. Without electricity provided by the generator, Ember will be in darkness. **This helps me understand** that there is no sunlight in the city of Ember.

(Model adding this information to the handout.)

## Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said \_\_\_\_\_, I was thinking \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding the problem to the handout.)

## Guided Practice:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

## Link:

*Today and every day when you read...*

...I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

## Notebook Entry #1: Finding Story Elements in the Blurb

Before starting to read a book, good readers get the story in their head by reading the blurb and identifying story elements.

Blurb (Yarling, 2003):

*Citizens of Ember shall be assigned work  
at twelve years of age...*

LINA MAYFLEET desperately wants to be a messenger. Instead, she draws the dreaded job of Pipeworks laborer, which means she'll be working in damp tunnels deep underground.

DOON HARROW draws messenger—and asks Lina to trade! Doon wants to be underground. That's where the generator is, and Doon has ideas about how to fix it. For as long as anyone can remember, the great lights of Ember have kept the endless darkness at bay. But now the lights are beginning to flicker...

Characters:

Setting (place):

Setting (time):

Problem:

Prediction:

## DAY 1, MARK EACH QUADRANT OF THE TEXT

### Mini-Lesson

**In this lesson...** you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

#### Learning Target:

Analyze the structure of texts (RL 5)

- how larger portions of the text relate to each other and the whole

#### Connect:

*We have been learning...*

...that good readers get ready to read a book by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

#### Teach:

*Today I am also going to teach you...*

...that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

## Model:

First, open up your book to the last page. There are 270 pages in our book, *The City of Ember*. If we take that number and divide it by 4, we get 67. We are going to divide our book into four quadrants that are each roughly 67 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 69, at the end of chapter 4. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 139. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 192. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

## Link:

*Today and every day when you read...*

...I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

## DAY 2, GENRE

### Mini-Lesson

Vocabulary Routine: *apocalypse* (L 4, 5)

The Greek combining form ‘apo’ means *away from or separate*. The Greek combining form ‘clypt’ means *to cover, hide, or conceal*.

### Mini-Lesson

**In this lesson...**you will be activating students’ background knowledge about the genre science fiction. For this lesson, I suggest transferring the sample genre chart for science fiction onto chart paper and posting this in the meeting area prior to the lesson, or purchase genre posters from read-sidebyside.com. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide a handout of this chart for students to glue or tape into their notebooks.

#### Learning Targets:

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)

- Science fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers think about story elements before they start a book by looking carefully at the cover and reading the blurb.

## Teach:

*Today I am going to teach you...*

...that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to learn about the genre science fiction, which is the genre of *The City of Ember*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart and information from the blurb to help me make predictions about the book *The City of Ember*.

Today we will be using this stem for turn and talk:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading science fiction, you can expect the story will typically take place in the future. The story might take place on an Earth that is familiar but made different by the presence of advanced technologies, such as robots. Or, the setting might be an Earth that has been restored after an apocalypse or widespread disaster. Sometimes science fiction takes place in space or on planets other than Earth. The setting of science fiction is believable based on what we currently know.

**When the chart said** that the setting of the story might be a new Earth that has been restored after a widespread disaster, **I made a prediction. I think** the setting of this story will be a new Earth **because** in the blurb we learned that the only light in Ember comes from light bulbs. There is no sun.

## Guided Practice:

When reading science fiction, you can expect fictional characters to be believable. You can expect the main character in science fiction to possess qualities of a hero.

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Guided Practice:

In science fiction, the main character will seek to make the world “right” or better. Similar to epic fantasy, this genre often has a quest pattern.

### Quest Pattern

- The truth must be discovered and made known.
- The hero begins a journey (literal or figurative) to discover the truth.
- A series of tests reveals the hero.
- Guardians test the hero, and helpers assist the hero.
- The truth is exposed.

Turn and talk to your partners using this stem:

When the chart said \_\_\_\_\_, I made a prediction. I think \_\_\_\_\_ because \_\_\_\_\_.

## Model:

When reading science fiction, the most important elements to focus on are character and setting. You will consider how the main character changes over time. You can also expect to think about how the future world is alike or different from the present-day world and infer the reasons why the world has changed.

## Link:

*Today and every day when you read...*

...I want you to think about the genre of the book and use what you know about the genre to make predictions.

## Science Fiction

<b>Setting</b>	A place that is believable based on what we currently know. The story typically takes place in the future. <ul style="list-style-type: none"><li>• An advanced Earth</li><li>• A new Earth that has been restored after a widespread disaster</li><li>• Outer space</li></ul>
<b>Characters</b>	Fictional characters who are believable. The main character possesses qualities of a hero.
<b>Plot</b>	The main characters seek to make the world “right” or better. A quest pattern is often found in this genre.
<b>Most important story elements</b>	Character Setting
<b>What readers will think about</b>	How is our current world alike or different from this future world? How does the main character change over time? Is this future setting believable based on what we currently know?

### Quest Pattern

- The truth must be discovered and made known.
- The hero begins a journey (literal or figurative) to discover the truth.
- A series of tests reveals the hero.
- Guardians test the hero, and helpers assist the hero.
- The truth is exposed.



## Mini-Lesson

**Vocabulary Routine:** *inhabited* vs. *uninhabited* (L 4, 5)

The base word ‘inhabit’ means *to live in or occupy*. The suffix ‘ed’ makes this word past tense. The prefix ‘un’ means *not*.

## Instructional Read-Aloud

**In this section...**the city of Ember’s builders are making decisions about how long the inhabitants of Ember should stay in the city and about when it might be safe for the inhabitants to leave the city. They predict that it will be safe to leave Ember after 200 years. The chief builder places Instructions for leaving Ember in a locked box with a timer on it. The timer is set for 200 years, at which time the lock will automatically release. The box is placed in the hands of the first mayor of Ember with instructions to pass the box on to each successor. However, the plan fails when the seventh mayor of Ember takes the box to his home and tries to open it. He dies before he is able to return the box to its place in the Gathering Hall. *The City of Ember* begins sometime after the lost box with the Instructions clicks open.

**In this lesson...**you will be modeling how readers keep track of important events on a timeline while reading. You will model how readers use clues in the text to infer events.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Determine importance
- Infer

Show understanding of important story elements (RL 3)

- Plot—important events

Use knowledge of genre to help determine importance (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers learn about the genre prior to reading in order to predict how the story will go.

## Teach:

*Today I am going to teach you...*

...that good readers think about what events are important, as they read. They use clues in the text to infer important events. Today we will be keeping track of the important events on a timeline.

Watch me as I model how I look for big events and think about how those events are important.

We know that the events of this book occur in the future. Notice how I use clues in the text to infer events that may have taken place between the present time and the time this story takes place.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Timeline of Ember**. Below this title, we will be keeping track of the important events from this section of our story on a timeline. As we create the timeline together on the easel, you will each copy down the information on your own timeline in your reader's notebook.



**Begin reading "The Instructions," starting on page 1.**

## Model:



**Stop after:** "It should be. We can't know for sure." (p. 1)

We know that this book takes place in the future. What we don't know is how far into the future the book takes place.

**When the book said** that the builders of Ember sat down to speak of the future when Ember was first built and not yet inhabited, **I was thinking this was important because** it tells me that the author is going to reveal to us what happened *after* Ember was built. We will have to infer what happened *before* Ember was built.

Let's write our first event on our timeline. We will not be able to put a date with this event.

- The city of Ember was built.

**When the book said** that the people living in Ember must not leave the city for at least 200 years, **I was thinking this was important because** it helps me understand that Ember was built to protect the people from something, maybe a natural disaster or nuclear war.

## Guided Practice:



**Stop after:** “There may be no one left in the city by then or no safe place to come back to.” (p. 2)

The author gave us clues about what events might have occurred when she wrote, “There may be no one left in the city by then or no safe place to come back to.”

What are you inferring?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

## Guided Practice:



**Stop after:** “There it sat, unnoticed, year after year, until its time arrived and the lock quietly clicked open.” (p. 3)

Which events in this part of the text are important?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

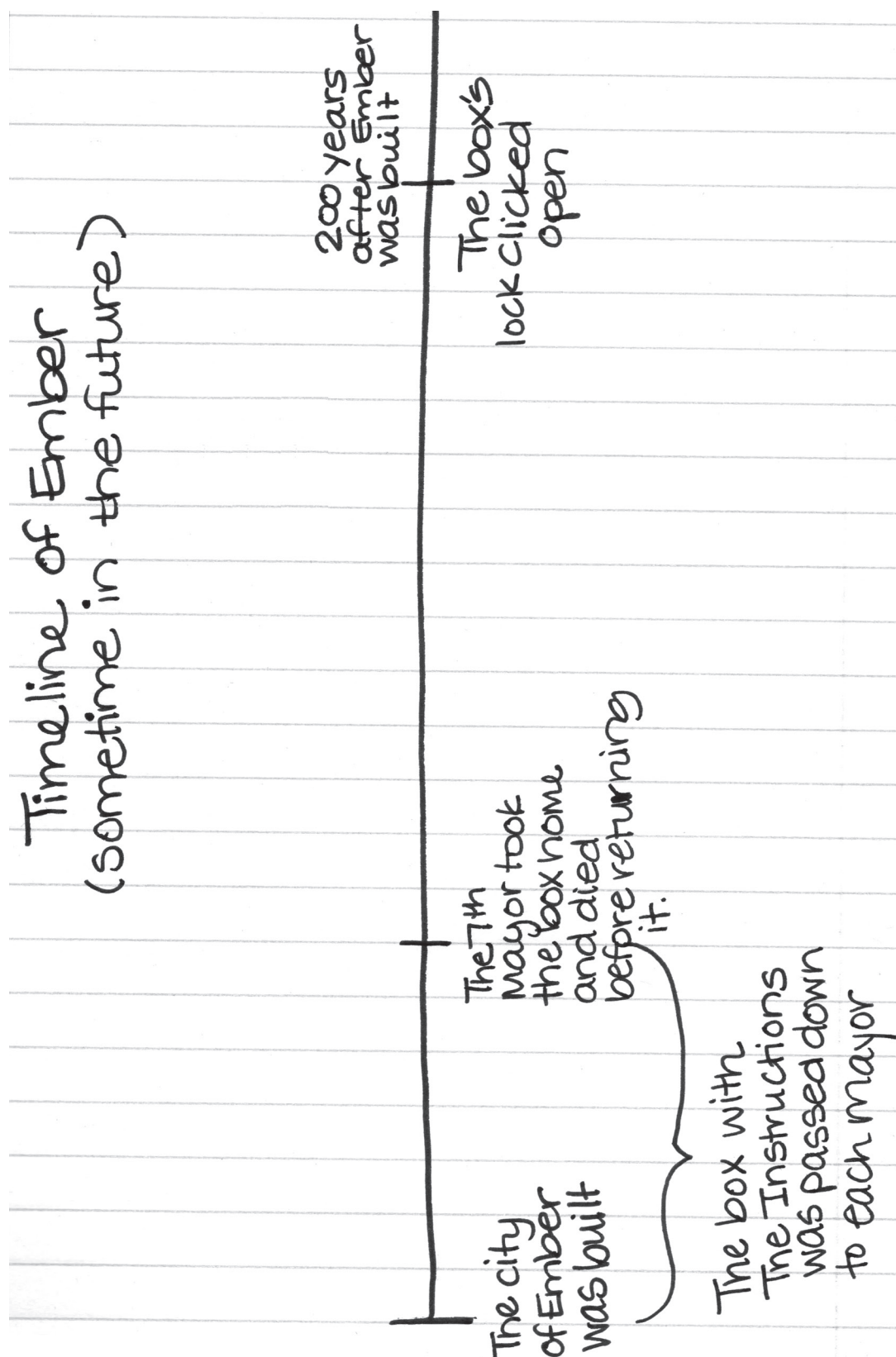
(Model adding important events to the timeline.)

## Link:

*Today and every day when you read...*

...I want you to think about the important events and infer important events based on clues in the story.

The following chart is a sample showing what your co-created chart *might* look like:



## Mini-Lesson

**Vocabulary Routine:** *threatened* (L 4, 5)

The base word ‘threat’ means *imminent danger*. The suffix ‘en’ means *made of* and the suffix ‘ed’ makes this word past tense.

## Instructional Read-Aloud

**In this chapter...**it is Assignment Day, the annual event when all children who are 12 years old will leave school and receive their work assignments. The mayor visits Doon and Lina’s classroom to help students randomly draw their job assignments from a velvet bag. Lina is hoping to be a messenger and Doon is hoping to be an electrician’s assistant so that he can learn how to repair the city’s generator.

**In this lesson...**you will be modeling how good readers visualize the setting of the story and compare the futuristic setting of Ember to the present-day world. Students will create a comparison chart in their reader’s notebooks.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers identify the important events while reading.

## Teach:

*Today I am going to teach you...*

...that good readers pay attention to the setting of the story. Today we will be visualizing the setting and comparing the futuristic setting of *Ember* to the present-day world.

Watch me as I model how I think about clues in the story that help me visualize the setting.

Notice how I consider how the future world of *Ember* is different from the present-day world.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of *Ember* \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Comparison Chart**. Below this title, draw a T-chart. Label the left side of the T-chart **Ember**, and label the right side of the T-chart **Present-day World**. As we create the chart together on the easel, you will each copy down the information on your own chart in your reader's notebook.



**Begin reading chapter 1 of *The City of Ember*, starting on page 4.**

## Model:



**Stop after:** "...someday the lights of the city might go out and never come back on." (p. 5)

**When the book said** that the sky is always dark and when the lights were off the people might as well have been wearing blindfolds, **I thought this was an important detail because** it helps me visualize how dark the city of *Ember* is, especially when the lights are off. **This helps me understand that, unlike in the present-day world, in the future world of *Ember* there is no sun.**

(Model adding this information to the comparison chart.)

## Model:



**Stop after:** "They were waiting." (p. 5)

We just learned that the story begins in the year 241, which signifies that 241 years have passed since the city of *Ember* was inhabited. Please open up to your timeline. Let's add this important information to our timeline.

(Model adding important information to the timeline.)

### Guided Practice:



**Stop after:** “She made this picture as bright and real as she could.” (p. 6)

What did you learn about what life in Ember is like, and how is it different from your own life?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

(Model adding this information to the comparison chart.)

### Guided Practice:



**Stop after:** “ ‘Next,’ said the mayor.” (p. 9)

What did you learn about what life in Ember is like, and how is it different from your own life?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike the present-day world, in the future world of Ember \_\_\_\_\_.

(Model adding this information to the comparison chart.)

### Guided Practice:



**Stop after:** “So as Vindie sat down—even before the mayor could say ‘Next’—she stood up and stepped forward.” (p. 11)

What did you learn about what life in Ember is like, and how is it different from your own life?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This helps me understand that, unlike in the present-day world, in the future world of Ember \_\_\_\_\_.

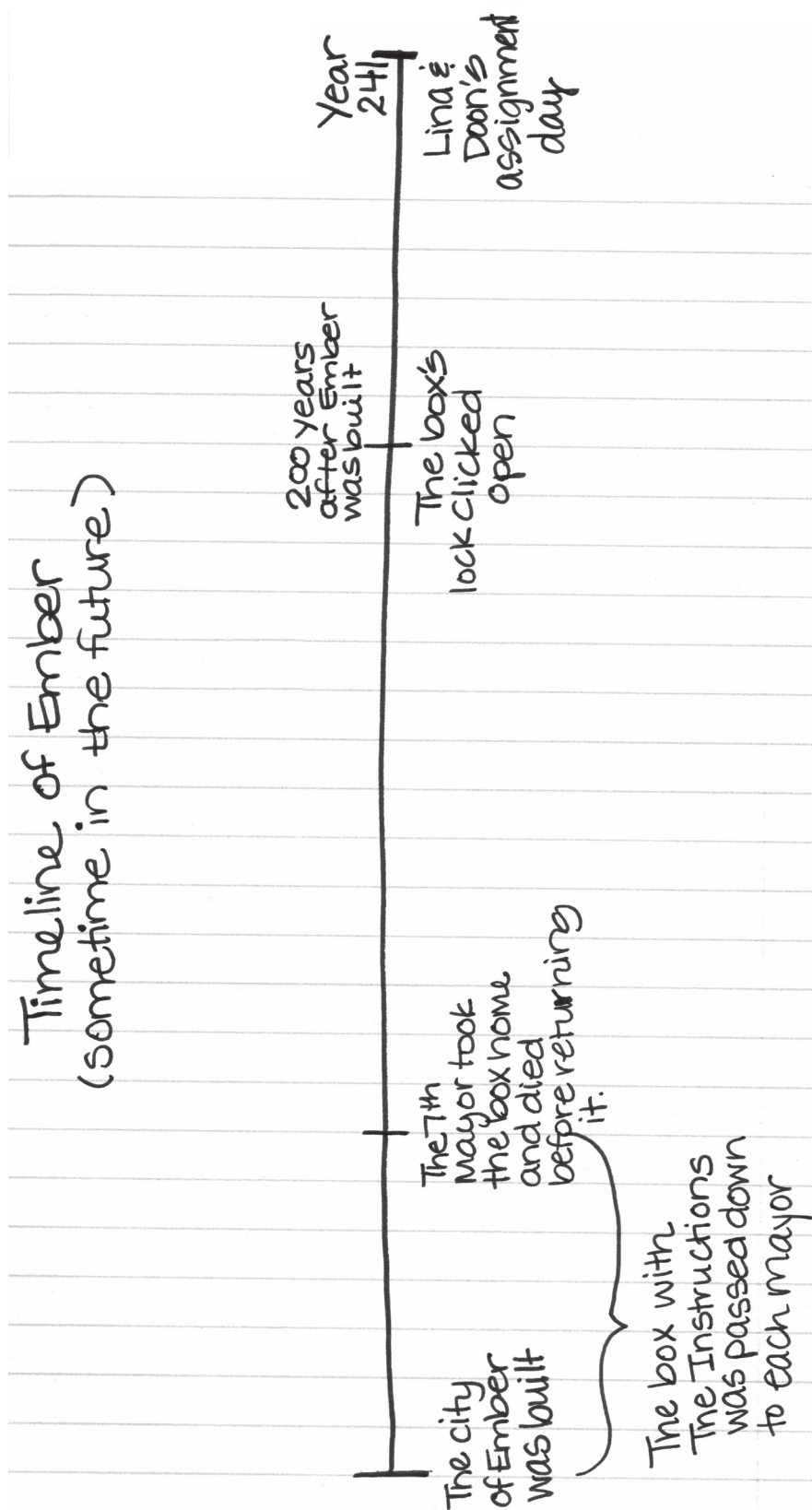
(Model adding this information to the comparison chart.)

### Link:

*Today and every day when you read...*

...I want you to use clues in the story to visualize the setting and compare the setting of the story to that of your own life.

The following charts are samples showing what your co-created charts *might* look like:





## Comparison Chart

<u>Ember</u>	<u>Present-Day World</u>
<ul style="list-style-type: none"><li>• The sky has no light</li></ul>	<ul style="list-style-type: none"><li>• The sky is lit by the sun, moon, and stars</li></ul>
<ul style="list-style-type: none"><li>• The only light comes from lamps.</li></ul>	<ul style="list-style-type: none"><li>• The main source of light is the sun</li></ul>
<ul style="list-style-type: none"><li>• Young people go to school till age 12</li></ul>	<ul style="list-style-type: none"><li>• Most young people go to school till age 18</li></ul>
<ul style="list-style-type: none"><li>• Jobs are assigned by the mayor</li></ul>	<ul style="list-style-type: none"><li>• Jobs are chosen by the people</li></ul>
<ul style="list-style-type: none"><li>• Fixing the electricity is the most important job</li></ul>	